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Sen. Teresa Lubbers, Vice-Chairperson
Sen. Steven Johnson
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Sen. Connie Sipes
Sen. Earline Rogers



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

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MEETING MINUTES¹

Meeting Date:	September 5, 2000
Meeting Time:	10:00 A.M.
Meeting Place:	State House, 200 W. Washington St., Room 128
Meeting City:	Indianapolis, Indiana
Meeting Number:	3

Members Present: Rep. Gregory Porter, Chairperson; Rep. Richard Bodiker; Rep. Clyde Kersey; Rep. Robert Behning; Rep. Sue Scholer; Rep. Phyllis Pond; Sen. Teresa Lubbers, Vice-Chairperson; Sen. Steven Johnson; Sen. Ron Alting; Sen. Billie Breaux; Sen. Earline Rogers .

Members Absent: Sen. Connie Sipes.

The chairperson called the meeting to order at 10:20 A.M., and called upon Sen. Lubbers to explain why she had requested a summer study concerning programs for high ability students. Sen. Lubbers stated that in many areas of the state, appropriate programs for high ability students are not available, and there is a disparity in the services provided by different school corporations. While school corporations should maintain the local control to design their own programs, some consistency of services should be available.

Patti Garrett, program manager for the gifted and talented unit of the Department of

¹ Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

Education (Department), provided background information on programs for high ability students in Indiana. Currently, the Department assists school corporations by providing resources and planning grants for the development of local programs; however, decisions concerning how to use the planning grants, and what sorts of programs to offer, remain entirely with the individual school corporations. (A copy of Ms. Garrett's PowerPoint presentation is found at Attachment A.)

Martha Nice, director of academic enrichment programs for the Paoli School Corporation, showed a video to the Committee about the Paoli program, which seeks to develop a variety of talents and strengths for its students. Ms. Nice also distributed a packet summarizing the various programs offered in Paoli (Attachment B).

Dr. Jan Fulkerson, director of the talent recognition and development program for MSD Lawrence Township, Indianapolis, presented an overview of the Lawrence Township K-12 program. Using different testing methods for different grade levels, all students are encouraged to develop a variety of skills. Some students may be able to go beyond the norm and develop particular talents or skills. (Dr. Fulkerson's PowerPoint presentation is Attachment C.)

The Indiana Association for the Gifted provided the Committee with a notebook (Attachment D) setting out their positions and recommendations. The Association's recommendations, as presented by Michael Thompson, Sidney Moon, George Peregrin, Virginia Burney, Cheryll Adams, Tracy Cross, Brian Smith, and Tia Nielsen, are summarized as follows:

1. A representative for high ability students should be a member of the Education Roundtable. Currently, there is a statutory requirement that a member of the Roundtable be a representative for special education. If the term "exceptional learners" is substituted for "special education", the same individual (if qualified) could represent both special education students and high ability students.
2. Require schools' strategic and continuous school improvement plans to address the needs of all students, including exceptional learners.
3. Require school corporations to use money received as an academic honors award to provide programs targeted for high ability students, advanced courses in areas needed for academic honors diplomas, and teacher training for working with high ability students.
4. Increase funding for high ability grants and make the money available to school corporations that have programs for high ability students in K-12.
5. Require certification in gifted education for personnel with direct responsibility for planning and supervising programs and services for high ability students.

Frank Bush, Indiana School Boards Association, stressed that school corporations wanted to be assured of an adequate, stable funding source before offering programs. He would oppose a mandate of any type of program from the state.

Claudia Wheatley, a teacher of high ability students, stressed that professional development is essential for teachers working with these students. In addition, she cautioned against relying on only a few types of testing to identify high ability students.

Marilyn Edwards, Indiana State Teachers Association, stated that the Association supports programs for high ability students, if there is funding for the programs and professional development for the teachers involved.

Diana Kallbach, a member of a support group for parents of high ability students in Lake County, expressed frustration with the current state of programs for high ability students.

Joy Whitekoff, a parent who has recently moved to Indiana from Ohio, was a gifted and talented teacher in Ohio. In Indiana, she has been unable to obtain a job, since with two masters' degrees she would be high on the pay scale. As a parent, she finds the professional development offered to teachers in her school corporation to be inadequate, as well as having no accountability for grant money used to fund the professional development.

Amy Cook Lurvey, COVOH, pointed out that gifted children are included in the Council of Exceptional Children, and would support requiring programs and teacher training.

The chairperson then called for testimony concerning a higher education common course numbering system. Kathy Smith, Indiana University, explained that the Commission on Higher Education has established a committee of university faculty members and administrators to study issues relating to a common course numbering and articulation agreement.

Becky Porter, associate professor of physical therapy, Indiana University - Purdue University Indianapolis and a member of the Commission on Higher Education's committee, summarized the issues the committee is examining as follows:

- Making transfers between the Community College of Indiana and state-supported four-year institutions easier.
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- Articulating a two-year degree into a four-year degree.
- Informing students about transfer procedures and opportunities.

Don Hostler, vice-chancellor for enrollment services, Indiana University and a member of the Commission on Higher Education's committee, explained that the Commission is interested in creating a more efficient system for transfer between institutions, while keeping in mind that courses differ in different institutions. He stated that to ensure the portability of credits between institutions, a long-term process that would bring in content specialists to ensure course coverage in each institution and to develop a common syllabus for courses will be required.

The chairperson requested Ms. Smith to get a list of the members of the Commission on Higher Education's committees, as well as its goals and objectives, for the Committee. The meeting was adjourned at 12:55 P.M.